ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 7/22/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001784	N.A.	N.A.

4. AUTHOR(S): Districts 17-18, The Bronx

5. TITLE OF DOCUMENT ABSTRACTED: The Higher Horizons Program; Evaluating Evidences of Progress, 3rd Grade

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: ORG. District 17-18, Board of Education; ST. 1001 Jennings Street; CITY, STATE The Bronx, New York

9. PUBLISHER OR SOURCE: District 17-18, The Bronx, 1001 Jennings Street, Bronx 60, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	Feb. 61	14

TEL.E. EXT. INST/LOC CODE

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TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☒ FINAL ☐ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12)

Higher Horizons; student evaluation; student progress; evaluation; testing; teacher evaluations; teacher attitudes; cultural enrichment

17. ABSTRACT (MAX. 250 WORDS)

Forms used to evaluate the progress of students in adjustment, curriculum comprehensio and cultural progress are included. Teachers evaluated each child in February and June of 1961 in such areas as social acceptability, maturity, dependability, leadership, attention work habits, conduct, and motivation. In the curriculum areas, teachers rated students as having made great progress, moderate progress, or little progress for the time periods mentioned above. Regular classroom subjects, such as language arts, mathematics, science, art and music, were the areas evaluated. Cultural experiences were recorded by the children. These included class and family trips, new interests and hobbies, and outside readings. The teacher was also asked to evaluate the Higher Horizons programs generally.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

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THE HIGHER HORIZONS PROGRAM

EVALUATING EVIDENCES OF PROGRESS

3rd GRADE

BENJAMIN E. STRUMPF
ASSISTANT SUPERINTENDENT
DISTRICTS 17-18, THE BRONX

FEBRUARY 1961

EVALUATING THE PROGRESS
OF

THIRD GRADE CHILDREN
IN THE

HIGHER HORIZONS PROGRAM

BENJAMIN E. STRUMPF
Assistant Superintendent

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE ASSISTANT SUPERINTENDENT
DISTRICTS 17-18 1001 JENNINGS STREET
BRONX 60, NEW YORK

Benjamin E. Strumpf
Assistant Superintendent

DAyton 8-9534

THE HIGHER HORIZONS PROGRAM

The Higher Horizons Program is indeed a program of instruction. We are constantly trying to vitalize the instructional program for children by making fuller use of the materials, equipment and newer teaching methods. We have begun in the third year, but it should be carried on in other grades, with or without additional help, if we are to spread its benefits.

Accordingly, so that we might know where we are, and therefore project our next steps, we have asked all the teachers of the third grade in the Higher Horizons Program to objectify as far as possible - the various tangibles and intangibles which seem important at this point to the further success of the program.

To meet this apparent need, I have asked the Steering Committee to prepare these evaluation forms as a tentative basis for future measurement, since the program must be one which moves forward and onward!

I want to thank the Committee personally and professionally for doing such an effective job in furthering the objectives of this program.

BENJAMIN E. STRUMPF
Assistant Superintendent

STEERING COMMITTEE

William Leng, Executive Assistant, Districts 17-18
Edythe Cockerill, Curriculum Assistant, Districts 15-16
Helen Crabtree, Guidance Coordinator, Districts 15-16
Anne Scotti, Community Coordinator, Districts 15-16
Marion Kiernan, Guidance Coordinator, Districts 17-18
Beatrice Tanzer, Community Coordinator, Districts 17-18
Florence Oths, Curriculum Assistant, Districts 17-18 - Project Coordinator

TO THE THIRD GRADE TEACHERS IN THE HIGHER HORIZONS PROGRAM

At this medial point in our Higher Horizons Program, we are in need of a frank appraisal of the progress the children have made to date. We know that this can only be a general overall picture - specific scientific measurements for comparison are not expected.

This is not an appraisal of your teaching ability, but an evaluation of how the children are now as compared with how they impressed you with their ability in the curriculum areas and the intangibles at the beginning of the school year.

So that we will not burden the already over-burdened teacher, it is suggested that another teacher (Project Teacher, Guidance Counsellor, or a teacher who has no specific duty for that hour) teach the class while the class teacher remains in the room to observe her pupils as she works on this evaluation form.

Please keep in mind that we will ask you to give us another evaluation in June - which of necessity - will be more critical because you will then be more consciously aware (if not already) of the many facets of the growth in progress your children have made.

Therefore, we ask you to use the following brochure as a tentative evaluation tool. Its purposes are to:

...make you aware of the tangibles and intangibles inherent in this program;

...alert you to the necessity of obtaining objective or other evidences of pupils' growth;

...serve as a measure of comparison for the evaluation to be done in June.

Keep one copy of each form for yourself and give one copy of each form to your project teacher.

AN APPRAISAL OF THE PROGRESS OF THE INTANGIBLES

Any real evaluation of the progress of the intangibles depends, to a large extent, on the ability of the teacher to interpret the items listed on the forms. It is suggested that careful consideration be given to each category before the teacher records any numbers.

Please note that these intangibles are not solely attributable to the Higher Horizons Program, but reflect the child's overall character traits.

It is very likely that any one or more pupils might be completely unsatisfactory in certain qualities, but definitely above average in others. These facts will not show up in a composite opinion of a class as reflected in any one intangible. Some slight confusion may occur - not in your thinking, but in the recording of your thoughts. Therefore, it is suggested that you make an <u>individual</u> tabulation for each child. You can then superimpose this information on the class profile for intangibles.

School_____ Class_____ Teacher_____ Register_____ I.Q. Range_____

AN APPRAISAL OF THE PROGRESS OF INTANGIBLES OF CHILDREN IN THE HIGHER HORIZONS PROGRAM.

Please note in numbers how many you judge to be in each item in each category. The total number under each category should equal your register.

OVERALL ADJUSTMENT	Feb. 1961	June 1961 Note any great changes
SOCIAL ACCEPTABILITY		
...Well-liked, by his classmates and others		
...Accepted - by his peers		
...Isolate - left to himself		
...Rejected - by his classmates		
SOCIAL MATURITY		
...Makes friends easily		
...Has few friends		
...Unfriendly, no intimates		
...Shunned by others		
DEPENDABILITY		
...Performs nearly all obligations willingly.		
...Usually performs obligations		
...Avoids obligations		
...Constantly ignores obligations		
PARTICIPATION		
...Responsible and alert		
...Preoccupied		
...Stares into space		
...Withdraws into world of fantasy		

OVERALL ADJUSTMENT	Feb. 1961	June 196 Note any great ch
ATTITUDE TOWARD SCHOOL		
...Genuinely interested in school work		
...Can be motivated by ordinary incentives		
...Accepts without comment		
...Indifferent or hostile		
LEADERSHIP		
...Self-initiated		
...Occasionally contributes		
...A follower		
...Passive, disinterested		
EMOTIONAL TONE IN SCHOOL		
...Even, cheerful disposition		
...Phlegmatic, does not show much change in mood		
...Is not serious enough		
...Sullen, irritable		

	Feb.1961	June 1961
ATTENTION		
..Always pays close attention during class		
..Usually pays attention		
..Can be distracted		
..Extreme inability to concentrate		
RESPONSIBILITY		
..Conscientious, always dependable		
..Seldom fails to work properly		
..Uncertain, spasmodic		
..Unreliable, undependable		
USE OF LEISURE		
..Worthy, profitable		
..Positive		
..Easily led		
..Negative		
POISE		
..Confident		
..Balanced		
..Varying with the circumstances		
..Unstable		
INTERESTS		
..Extensive, have wide range		
..Tend to cluster in one or two areas		
..Not edifying		
..Few		
ATTITUDE TOWARD LIFE		
..Optimistic		
..Passive		
..Feelings of inadequacy		
..Pessimistic		

	Feb. 1961	June
COOPERATION, TEAM SPIRIT		
..Volunteers to work for the good of the group		
..Occasionally sacrifices own interest for the group		
..Selfish in taking turn or sharing materials		
..Refuses to help when help is necessary		
SELF-CONCEPT OR SELF-IMAGE		
..Clear - accurate		
..Over-reaching, distorted		
..Blurred		
..Self-depreciating		
LEVEL OF ASPIRATION		
..Realistic		
..Beyond ability to realize		
..Below capacity		
..Confused		
WORK HABITS		
..Spontaneous interest in work		
..Procrastinates		
..Interested in only one or two areas		
..Slight interest		
NEATNESS IN WORK		
..Unusually painstaking with appearance of work		
..Work usually neat		
..Written work fair in general appearance		
..Exceedingly careless in written work		
SELF-CONTROL		
..Calm, poised		
.. Uneasy, bites nails		
..Stammers, hyperactive		
..Nervous disorder		

	Feb.1961	June 1961
CONDUCT		
..Well-behaved		
..Frequently disturbs others		
..Impudent, quarrelsome, domineering		
..Cruel, browbeats and bullies others		
INDEPENDENCE		
..Actively creative, self-reliant		
..Varies with conditions		
..Conforms		
..Seldom initiates		

	Feb.1961	June 1961
MOTIVATION		
..Purposeful		
..Vacillating		
..Limited		
..Drifting, purposeless		
HEALTH ATTITUDES		
..Mindful and aware of health needs		
..Capable of acquiring sound health knowledge		
..Lacks understanding of facts of healthful living		
..Uninformed of requirements of healthful living.		

School_____ Class_____ TEACHER_____ REGISTER_____ I.Q. RANGE_____ -6-

An Appraisal of the Progress Made in the Curriculum Areas

Please note in numbers how many children you judge to be in each item of each category. The total number under each category should equal your register.

	February 1961				June 1961			
	Great Progress	Moderate Progress	Little Progress	Additional Comments (if any)	Great Progress	Moderate Progress	Little Progress	Additional Comments (if any)
LANGUAGE ARTS								
LISTENING - OBSERVING								
..Is aware of purpose for which he is listening or observing								
..Listens to contributions of others								
..Is growing in ability to get meaning of unfamiliar words from context								
..Follows directions								
..Others (specify)								
SPEAKING								
..Speaks audibly								
..Uses common words correctly and effectively								
..Relates personal experiences and shares ideas								
..Makes an effort to eliminate language usage errors								
..Others (specify)								
READING AND LITERATURE								
.. Has increased sight vocabulary and uses work attack skills								
..Is developing speed ad fluency in reading silently for specific purposes								
..Uses simple library skills								
..Beginning to use books independently								
..Others (specify)								
WRITING								
..Spells accurately words he uses frequently								
..Maintains ability to write in manuscript during transition to cursive								
..Writes more original stories and poems								

	February 1961				June 1961			
	Great Progress	Moderate Progress	Little Progress	Additional Comments (if any)	Great Progress	Moderate Progress	Little Progress	Additional Comments (if any)
WRITING (continued)								
..Shows increased ability to find and correct errors in wrriten work independently								
..Others (specify)								
MATHEMATICS								
..Understands and uses measures of bulk, liquid, size, distance, weight, length, temperature, time, weight								
..Understands concepts of halves, fourths and thirds								
..Knows numbers through 20; groups, money, place value, addition and subtraction facts, multiplication and division facts								
..Understands three-place numbers: place value, money, addition and subtraction facts with two-place numbers including column addition								
.. Thinks through in order to solve a problem								
SCIENCE								
.. Can find the answers to questions that arise in relation to everyday living....and class units								
.. Is anxious to explore the science aspects of the community more closely								
..Is ready to engage in science experiences which will broaden his interests in the world about him								
..Is willing to try an experiment again after a failure								
..Others (specify)								
ART								
..Uses water-colorand show card paints to represent situations related to everyday experiences or imaginary themes								
..Uses lettering to design simple posters, book covers, cards								
..Uses colored chalk or crayong to produce more detailed drawings								
..Engages in craft activities using a variety of media								
..Others (specify)								

	February 1961				June 1961			
	Great Progress	Moderate Progress	Little Progress	Additional Comments (if any)	Great Progress	Moderate Progress	Little Progress	Additional Comments (if any)
HEALTH EDUCATION								
..Shows desirable habits with respect to eating and the selection of food.								
..Is more careful in the use and care of personal articles and body cleanliness								
..Is aware of and practices rules of safety in school, home, street and playground								
..Shows improved physical fitness because of adequate sleep and rest								
..Others (specify)								
MUSIC								
..Can sing rote songs in tune								
..Can recognize quarter, half, dotted half, whole notes in an observation song								
..Has experiences experimenting with simple musical instruments								
..Can tap out rhythms, marking phrases, discovering accents								
..Others (specify)								
SOCIAL STUDIES								
..Understands that people everywhere have the same basic needs								
..Has knowledge of map and globe skills necessary for acquiring facts about living and working together in communities								
..Can find information from various sources								
..Is acquiring a vocabulary adequate to deal with social studies concepts of his grade level								
..Others (specify)								

School_____ Class_____ Teacher_____ Register_____ I.Q. Range _____

An Appraisal of the Cultural Progress of Children in the Higher Horizon Program

The following questionnaire is for children to answer. It is to be introduced by the teacher as a class discussion lesson. Do not indicate individual answers, but rather indicate the overall general scope for the types of visits made.

	February 1961		June 1961	
	Type of Experience	Number Involved	Additional Types of Experience (if any)	Number Involved
QUESTION I What places of interest and trips have you been to with your class this term, that you've never been to before?				
. . . . .				
QUESTION II What places of interest have you been taken to by your parents, that you've never been to before?				
. . . . .				
QUESTION III Where have you gone with your friends, that you've never been to before?				
. . . . .				
QUESTION IV What new interests and hobbies have you developed this term?				
. . . . .				

	February 1961 TYPE OF EXHERIENCE	Number Involved	June 1961 ADDITIONAL TYPE OF EXHERIENCE (if any)	Number Involved
QUESTION V What outside reading of any kind have you done as a result of suggestions in class?				
What kind of books would you recommend to your friend?				
QUESTION VI What TV programs have you enjoyed watching this term which you have never watched before?				
Question VII What neighborhood places have you visited this term, that you didn't know about before?				
Question VIII What new ideas about what you might like to be in the future, have you gotten from the things you have learned about and done this term?				

School_____ Class_____ Teacher_____ Register_____ I.Q. Range _____

An Appraisal of the Reactions of the Third Grade Teachers Who Are in the Higher Horizons Program

In an effort to expand our picture of the impact of the Higher Horizons program in your school, it is suggested that the following questions be made the topic for discussion at one of the conferences of Third Grade Teachers. If a supervisor customarily attends such meetings, perhaps he will refrain from doing so for this one, to permit teachers to give full expression to their opinions.

Please do not give an "examination" or voluminous answer, but indicate your own individual thinking even though it may not be the thinking of the others.

	YOUR THINKING
QUESTION I What do you understand to be the specific purpose (s) of the Higher Horizons Program?	
QUESTION II As the Program is now being developed in your class, which of the above purposes you listed will probably be achieved?	
QUESTION III What obstacles are there which may hinder you from achieving any of the purposes you listed above?	

	YOUR THINKING
QUESTION IV We realize that the Higher Horizons Program, of necessity, requires thoughtful and practical planning..... In what ways have you been helped in such planning this term? . . . . . . What additional help do you consider necessary?	
QUESTION V What suggestions can you make to obtain greater children's progress in both the tangibles and the intangibles, under this Program?	
QUESTION VI What changes, if any, have there been in your reactions to the Higher Horizons Program as compared with your thinking in September 1960?	